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ABSTRACT

Helping young executives develop oral communication skills is an important task of business schools. A course that requires informal, timed, extemporaneous talks as well as extended formal presentations allows students the opportunity to be evaluated by their peers and by faculty members as they grow in their ability to communicate. Formal presentations may involve the use of audio or visual devices and techniques and may include information gained from interviews. The incorporation of these skills in a major project helps prepare students for assignments which may be encountered in the business world. Conference planning, working with groups, experience in using parliamentary procedure, and practice in using such communication aids as flip charts, slide projectors, chalk boards, and tape recorders can all be aspects of communication skills courses. (The paper includes a speech evaluation chart, guidelines for interviewing business personnel, and materials for an assignment involving the planning of a sales conference.) (TJ)

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ORAL COMMUNICATION IN BUSINESS

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INTRODUCTION

When the planning for this course in Oral Communication in Business first began we were determined to make the course functional rather than theoretic. None of us disputes the importance of interpersonal communications, for example, or the theories of organizational behavior.

But we were determined to be pragmatic. Our objective: let's be certain that we give our students something which will help them on the job; let's prepare them to assume positions of leadership.

The job, then, was to find out what "Young Executives," as they are called by Walter Guzzardi, are called upon to do when they are given an assignment which involves oral (rather than written) communication skills. To answer this we used three methods of gathering data for the course content.

1. Local business and professional persons were asked for opinions.
2. The originator of the course used his own background, which was based on recent experience in an executive capacity in a large multinational company.
3. The literature was examined: research reports, periodical opinion, and textbook materials.

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Answers, as you can imagine, were varied. There were a few answers, however, that came out of the inquiries with some consistency. Without resorting to a great deal of discussion or explanation, we can list the most important suggestions as follows. The ability to:

1. talk without using too many hand gestures.
2. talk without using jargon or inane words (e.g., "you know").
3. use audio/visual aids to supplement a talk.
4. work in various types of small group situations.
5. use one's business background in a variety of ways, and especially in integrating business skills for problem solving.
6. speak before small groups, and especially to promote the image of the firm, specifically, and business, generally.
7. interview people--for jobs, for marketing information, for personnel matters, for administrative improvement, etc.
8. perform individual research and present the findings to the appropriate company group in a concise, coherent manner.
9. speak to subordinates and relay information to them in the appropriate manner.

Our presentation is based on the above planning, plus classroom experience in teaching the course. Included in the latter item is feedback from employed students, graduates, and "friends" of the program. In addition, our College

of Business Administration Advisory Committee, made up of Cleveland corporate executives, encouraged the program from the beginning and provided assistance in a number of different areas.

Types of Activities

Included here, but not all-inclusive, are activities in which the students participate. Some work well with Cleveland students, but might not interest those in another city or area of the country. But if one tries and does not succeed, he has the option of trying something different.

THE PROGRAM HIGHLIGHTS

With the introductory section behind us, the emphasis will now be placed on detailing certain selected elements of the course. These follow with explanations to show content and emphasis.

Informal Presentations

Early in the course, perhaps even in the first week, students will be given the opportunity to appear before the class for their first effort in this kind of oral communication. Most, naturally, are nervous.

Timed Talks. Some of these practice presentations are impromptu (little or no preparation time) and some are extemporaneous (preparation time is provided, but delivery is made without notes). Areas are diversified, and not too many talks are given in any one class period because of the

danger of boredom or inattention. Each member of the class makes an evaluation of the speaker, but for the first presentation no grades are recorded. Easy areas include the following.

1. Environmental Problems: Air and water pollution, slums, waste, product safety, etc.
2. Dangers to Business: Crime, over-regulation by government, and poor work attitudes are examples.
3. Esthetic Influences: Museums, "good" music and symphony orchestras, and public buildings and their architecture are possible subjects.
4. History-Related Topics: Bicentennial topics are possible at this time, but history is relevant in any period.
5. Ethnic Groups: Many cities have interesting ethnic communities, and this is particularly true of the North and East of the United States. This topic is always interesting and relevant.
6. Campus Problems: Topics might include athletics, tuition increases, student government elections, cost of textbooks, or similar controversial topics.

Informal extemporaneous and/or impromptu talks are limited to two minutes and the student is allowed an adequate amount of time to collect and organize his thoughts. Topics have to be carefully chosen so the student will be able to talk intelligently about the subject.

Evaluation of a Speaker. Another early activity, and one which is easy to assign, involves the evaluation of a speaker. Any sort of a speaker is fair game: minister, politician, speaker at a noonday luncheon of a civic organization, or professional person at a professional meeting. In order to have common ground for discussion, however, one must prepare the students and use a standard check list.

Because most students have not been aware of the elements connected with speaking before groups, certain evaluative factors must be discussed. These include the following.

1. Gestures. The use of hand movements and motions is important. However, the overuse of such movements tends to detract. Emphasis is placed upon gestures, as well as foot movements, nervous detractions, (jingling items in one's pocket, pacing, scratching, etc.), and similar items.
2. Delivery. Probably the most common detraction in a speaker is the continued use of the "uhhh" sound. Others include the clearing of one's throat and excessive pauses.
3. Overuse of words, phrases. Probably the most overused phrase in today's conversation is "you know." Others, just as irritating, include "o.k." and "in other words." (You can add many more to this list.)
4. Eye contact. Personal contact with the audience is important--we all know that. One of the most important of these personal relationships involves the

speaker and how he looks at his audience. Eye contact means not only looking at the audience, but it also involves eye movements which range from side to side and from front to rear. Each member of the audience must believe that he is being spoken to in a personal manner.

5. Organization of materials. Obviously, the talk is better if the material is organized in an orderly manner. Students are asked to take notes so they can properly evaluate this phase of the talk.
6. The audience. Obviously, the speaker must talk to the audience, but before he can do that he must know what sort of an audience he has. We ask the student to use the following five types of audience divisions, and rate the speaker on how he succeeds in reaching his particular group.

    A. Apathetic

    B. Believing

    C. Critical

    D. Hostile

    E. Sophisticated

As a final part of this assignment, the student is asked to give an extemporaneous talk about his subject and the speech which was evaluated. He is not only required to make the report, but he is also required to show how the performance could have been improved.

Formal Presentations

In any college of Business Administration there are a number of functional areas of business in which students have decided to seek a major. The most common areas are accounting, economics, finance, business education, computer information science (or electronic data processing, if you prefer that term), marketing, and management. Any one particular school may have more or fewer, or may even use different names.

Functional Area. By the time the student enrolls in this course he has decided upon his major area of business interest and has had some advanced class work in that area. In addition, he has taken a number of core courses related to business--standard functional area courses in marketing, management, accounting, economics, finance, and so forth. In other words, he has some background in business administration.

The student's assignment (and this is a major project) is to prepare an oral presentation which will use one or more of the several audio or visual devices and techniques which are available to him. In addition, he is to make this presentation on a topic related to his functional major. He has a time limitation and evaluations are made by students as well as by the teacher.

Illustrations include the discussion of a budget (accounting major), introduction of a new product (marketing major), or the evaluation of a worker's performance on the

job (personnel major). The student is also required to show a relationship of his topic to one or more of the other functional areas of business--an integrative requirement.

Because time is always so important, presentations are judged in part on the basis of the time allowance. Other judging factors involve organization of materials, use of audio or visual aids, delivery, gestures (including eye contact), appearance, vocalization, and content.

Oral History of Business. One of the major presentations each student must make is based on the history of a small business located in the Cleveland area. As we are dealing with business majors and the course is at the junior level, we feel justified in making this assignment as it builds on their previous business courses.

One aspect of the Oral History assignment is its dependence on the functional areas of business (finance, accounting, marketing, personnel, production, supervision, etc.) as a means of organizing questions and responses. We provide a list of general questions concerning these areas (see Appendix I). Students then may add other questions which seem to be pertinent in a given situation.

Another aspect of the Oral History project is the taped interview. Each student identifies the owner of a small business, gets his or her cooperation, and conducts a taped interview using a portable cassette recorder. As the class has previously discussed interviewing techniques,

conducted interviews in role playing situations, and discussed questioning techniques (direct questions, mirror questions, probes, etc.), the students are required to integrate several of the skills.

After the interview is completed the student uses the tape as the basis for a written report. All of the students have had Written Business Communications previously, so this is another opportunity to practice their writing skills. What we look for in the written report is not a verbatim transcript of the interview, but a written account of the content of the interview, organized well, incorporating information about the functional areas of business, and using the principles of effective writing. We look for evidence that the student has collected relevant information, analyzed it, organized it effectively, and presented it in a highly-readable manner.

From the written report and the tape, the student prepares an oral presentation which concentrates on one or two of the functional areas and in which excerpts from the tape are played to illustrate points made in the talk.

The students turn in the tape of the interview along with the written report. The teacher reviews the tape to verify that the student has correctly incorporated information from the tape in the written and oral reports. Furthermore, the tape is reviewed to evaluate the student's skill as an interviewer--putting the interviewee at ease, directing the interview, using different kinds of questions to get in-depth answers, etc.

Students get a grade on the oral presentation, one on the taped interview, and one on the written report. These three grades account for 40% of the final grade--the fact that this is the last major activity in the course, and it incorporates several skills, is the justification for the relatively high weight placed upon it.

Conference Planning. Because one of the important oral presentation settings is the business meeting or conference, we devote several hours to conference planning techniques. Participants in a conference will get maximum benefit only if all details are carefully attended to ahead of time.

We begin with a discussion of types of business meetings and conferences--sales meetings, briefings, oral report presentations, financial presentations, parliamentary meetings, and conventions. A good, large-group brainstorming activity is to develop a list on the board of all the details which must be considered in planning each type of meeting: site, agenda, speakers, seating, meals, breaks, housing, transportation, publicity, entertainment, equipment, facilities, etc. We categorize these into two major divisions--details concerning the program and details concerning the physical arrangements.

After such a list has been developed, it is easy to see that systematic planning is needed in order to make sure that all contingencies are covered. Thus, we may decide on a modified PERT chart for depicting activities and acts, or we may develop a checklist for planning purposes, or we may

simply let students offer suggestions as to how all these different activities can be visualized and managed. Students are provided with examples of check lists and other conference planning materials they may need to use later in solving conference planning problems.

Group Work. We approach group work from two standpoints: (1) as a means of discussion, case solution, and problem solving; and (2) as a means of presentation. We begin with a consideration of group interaction as it relates to the satisfaction of certain needs people have. For example, the class discusses or reviews Maslow's Hierarchy of Needs. Then we discuss how, with the exception of the physiological needs, most needs can be satisfied by group membership and participation. Safety and security needs may be provided through group insurance, health, and retirement plans; social needs are obviously met through group membership or affiliation; esteem or prestige needs may be provided through status acquired in various groups; and self-actualization may come about through dedication to some group-supported "cause." After this very broad discussion of the "group," we begin to concentrate on specific group interaction processess--especially looking at groups formed for special purposes, such as discussion and problem solving.

Discussion techniques analyzed are Brainstorming, Buzz Groups, Phillips 66, and Role Playing. Each of these techniques is explored in the class, using simple and familiar

topics or situations. Follow-up discussions attempt to isolate problems which can arise with the use of each technique.

Usually, the participants will recognize that certain roles must be played in the group situation if the assigned tasks are to be accomplished. For example, a newly-formed group usually needs an "Ice Breaker"--a person who helps release whatever tension may be felt and who can provide a more relaxed atmosphere. A "Leader" must take charge and help the group set directions (goals or objectives) and get down to work. Other group members assume "Task Roles" (gathering, analyzing, evaluating, synthesizing, and formatting information) and "Social Roles" (providing humor, encouragement, and compromise).

Group presentation techniques are then examined. Among these are:

- -Panel Discussions: All group members enter into the exchange; speakers are well-prepared but do not deliver prepared speeches.
- -Symposia: Similar to panel discussions, but each member has a pre-defined topic which he or she addresses; there is no interchange among participants as there is in a panel discussion.
- -Public Dialog: A discussion between two individuals--one acts as the questioner/leader and the other as the expert.

In all cases a forum is provided at the end where questions or comments may be offered from the audience or from other

group members in order to clarify points or expand upon areas of special interest.

Groups are then formed for the purpose of problem solving, both in-class and out-of-class. In the Winter Quarter just completed, the criterion used for group formation was suggested by class members--they compared class schedules and agreed to form groups according to when they had a free class period during the school day. Group size was limited to five. Thus, we had six groups, each with five members.

Groups were given two short cases, concerning meeting room accommodations, as in-class problems. This approach allowed the groups to meet for the first time, get to know each other, and start to work together with minimum delay. It also placed them under a time constraint as they had to reach a concensus by the end of the class period.

For the out-of-class assignment, students were given a longer case problem--The American Typewriter Company (see Appendix II). The case required each group to assume the role of a conference planning committee. The committee's responsibility is to plan a two-day national sales conference for the company. Items produced are:

-A detailed agenda for the meeting.
-A list of requirements to present to prospective host hotels and motels.
-A work plan outlining activities to be accomplished and their target dates.

In addition to presenting these three documents as evidence of the group's work, each committee was responsible for

making a presentation to the class, choosing as its topic one of the interesting features of the sales meeting. For example, one group chose to discuss its Agenda (see Appendix III). Another group described the rationale behind each topic and why the two guest speakers were chosen. And so forth.

Other features of the presentations were that some visual aid had to be used and that one of the group presentation techniques, previously studied, was used.

The evaluation of group work is based on the written documents (and an accompanying cover letter) and the in-class presentation.

Other Activities

In addition to the formal and informal presentations made by the students, other oral communication topics are covered in lesser detail. The students are called upon to use information from these sessions in preparing and presenting their oral reports and, in some cases, in preparing written assignments. One such topic is described here.

Parliamentary Procedure. Some schools have an entire course devoted to parliamentary procedure. The subject is barely touched in our Oral Communication in Business, but students are made aware of the importance of the topic. Graduates do chair meetings at an early date, though: informal group sessions, committees, church functions, and formal business groups--to name but a few. They need to know fundamental rules of parliamentary procedure, and we try to give them those fundamentals.

Students need to know about Roberts Rules of Order Newly Revised, but a shorter and less technical presentation is offered in our course. Just a few rules and a lot of confidence can take a person a long way as a chairman.

Equipment and Accessories

Not any student will use all of the audio and/or visual devices and techniques available to him at the university. However, most of them are used during the course, either as part of some demonstration or as a part of some student presentation. The major ones we use include the following.

1. 35 mm Slide Projector (including combination sound/slide applications)
2. Overhead Projector
3. Flip Chart
4. Poster
5. Strip Tease Chart
6. Build-up Chart
7. Video Tape Recorder
8. Chalk Board
9. Tape Recorder
10. 16 mm Film
11. Hand-out

The Instructional Media Service of The Cleveland State University is most cooperative in assisting students in preparing materials for our courses. Professional help is available if a presentation has to have high quality work performed. If the audio or visual part is not to be graded

for artistic merit, the student usually does his own work which may lack artistic merit but still gets across the main ideas. In either case, assistance is available.

SUMMARY

At the beginning of the course the student is encouraged to put maximum effort into the preparation and oral presentation of his materials, and to place less emphasis on the art work. However, he is encouraged to remember that in business he will usually have access to professional help for art work. He is also encouraged to seek out assistance from professional firms such as the 3-M Company and Eastman Kodak, as these and other firms have publications which will help one put together good programs.

Strong emphasis is placed on the idea that appearance will add to the effectiveness of the presentation. This includes the appearance of the aids to the presentation, and appearance of the person making it. So on presentation day, the student usually stands before the class in coat and tie (if male) or dress or pants suit (if female).

As a final point, the student is encouraged to prepare himself well. Emphasis is placed on the gathering of the information, organization of the material, preparation and practice, and the presentation itself.

The final product? A student/graduate who has poise and confidence, one who knows how to participate in decision making, and one who knows something about his leadership potential. These oral communication skills, added to a good

business administration background, are a good combination which lead to improved employment possibilities and job advancement.

The Oral History of Business

1. Select the businessman/businesswoman you will interview

   a. Introduce yourself to him/her.
   b. Tell him/her what you want.
   c. Return at another time for the interview.

2. The Interview

   a. Go easy. Work into the interview slowly.
   b. Make the person feel at ease.
   c. Be prepared; use questions you have already worked on.
   d. Do one or two practice runs.

3. Questions you may want to use

   a. When did the business begin?
   b. Did you start it or did you buy it?
   c. How much capital did you begin with (optional)?
   d. Is this place your only location, or do you have others?
   e. How many employees do you have?
   f. How do you find new employees--ads, agencies, word-of-mouth, etc.?
   g. What is the average tenure of your employees?
   h. Do you have any problems: unions, strikes, theft, holdups, etc.?
   i. Have you had any major changes in your products?
   j. How do you secure additional working capital?
   k. Are you planning to enlarge your operations?
   l. Is the neighborhood changing?
   m. etc.

4. Your Presentation

   a. The interview must be taped.
   b. You will write up your oral history (the interview) as a formal report.
   c. You should use some original questions, approaches.
   d. The firm and the situation must be real.
   e. The oral history must contain information related to the principles of business administration.
   f. The presentation cannot be longer than 6 minutes.
   g. Each presentation (oral) must be supplemented by some quotation from the taped interview.

AMERICAN TYPEWRITER COMPANY

The American Typewriter Company has been in business for fifty years. The company has not been a leader in the industry, but has managed to compete and be profitable. Thus, the company has followed developments in the word processing field very closely. Within the industry, IBM has been the leader with other companies, such as Redactron, CPTS, and Wang, competing for a share of the market.

American has decided to enter the word processing market and has developed Wordpro I (an electronic typewriter) which utilizes either magnetic cards or magnetic tape cartridges for storing keyboarded material. The machine will compete directly with the IBM Mag Card II and Redactron. The company is now ready to announce this development and enter the market.

American has decided to bring all its salesmen into Cleveland for a two-day national sales meeting to be held on Wednesday and Thursday during the first week of (month). Approximately 40 salesmen will be asked to attend (at company expense, of course). The purpose of the meeting is to acquaint the salesmen with the new equipment and orient them to the marketing strategies to be used.

The Planning Committee

You are a member of the corporate planning committee which is in charge of this meeting. The committee has responsibility for the following activities:

1. Developing an agenda for the two-day meeting.
2. Arranging for hotel/motel accommodations for three nights (Tuesday through Thursday).
3. Arranging for meeting rooms, facilities, and equipment.
4. Arranging for luncheon meals on Wednesday and Thursday and two 15-minute "coffee" breaks each day.
5. Arranging for airplane flights and ground transportation for the attendees.
6. Issuing the invitations to the meeting.
7. Arranging for speakers during the formal sessions.
8. Arranging for equipment displays and demonstrations.

Mr. Charles B. Allen, President of American Typewriter Company, has made the following suggestions to the committee.

1. The first day of the meeting should feature a display of at least ten of the new Wordpro I machines. The salesmen should not only see the machines, but they should learn enough about operating the machines so that they can demonstrate them to prospective buyers.

2. The Vice-President for Marketing, Mr. James S. Aarons, should be on the program to give an overview of the marketing decisions, research and development efforts, and marketing strategy.

3. The luncheon meetings should feature after-meal speakers who can give light, entertaining, and inspirational talks concerning sales and marketing approaches.

4. The second day of the conference should be devoted to the techniques of selling word processing equipment, in general, and the Wordpro I, in particular.

5. The salesmen should also be made aware of the national advertising plans and the various media presentations which have been developed by the company's advertising experts.

6. The meeting should be held in a hotel or motel or motor hotel near the Cleveland-Hopkins Airport. All of the out-of-towners will be arriving by plane and this will cut down on ground transportation expenses and problems.

The Committee's Assumptions

Assume that you already know the following things about the company and its salesmen:

1. The salesmen know the basic principles and concepts involved in word processing, as all attended a company-sponsored seminar on that topic. They also know how to type proficiently because that is a requirement for obtaining a sales position.

2. The company usually goes "first-class." That is, the company projects an image of success and the accommodations for meetings are in keeping with this image. This does not mean the company is extravagant or doesn't operate within budgetary constraints. It does mean that quality and tastefulness are important considerations.

3. The company has a Travel Office in Cleveland which arranges for airline tickets for company travel. The Travel Office has also seen that all company officers, managers, and salesmen have American Express and Diners Club travel cards issued in the company's name.

4. Some company salesmen like to "explore" a city when they have a conference or meeting. As no conference activities are planned for the evenings, most of the salesmen will go out to sample Cleveland's "night life" and will be asking the committee for suggestions as to which restaurants and nightclubs are currently "in." A few of the salesmen might also be interested in attending a concert, play, or athletic event during their time in Cleveland.

5. The salesmen usually need coffee before a morning meeting and tend to get restless toward the end of a meeting day. Thus, appropriate refreshments should be provided and some change-of-pace in the agenda is needed, especially for the afternoon sessions.

The Committee's Charge

The charge to your committee, at this point in time, is as follows.

1. You are to prepare an agenda for the meeting. The agenda should show in some tabular form, meeting times, session topics, speakers, and meeting locations.

2. You are to develop a list of requirements in terms of:

   a. Guest rooms--number and types.
   b. Meeting rooms--sizes, seating arrangements, location of podium, sound system, audio-visual equipment, etc.
   c. Meals--luncheons, "coffee" breaks, etc.

3. You are to develop a Work Plan--a listing of things to do between now and the meeting dates. Included in the Work Plan are both activities (things to do) and target dates (the deadlines against which you will work).

   The activities should be spaced appropriately so that all notices go out on time, contracts are negotiated in time, and all other details are anticipated well ahead of the meeting.

A Summary

In summary, here are the documents your committee will be producing:

1. An agenda--typed in a tabular format indicating all relevant information.

2. A list of requirements to present to the prospective host hotels--meeting rooms, guest rooms, display areas, equipment, meals, and other facilities.

3. A Work Plan--outline of activities to be accomplished and their target dates.

These three typed documents must be signed by all committee members and any decisions must be a concensus of the group. The committee may wish to make some assumptions about items for the agenda and for areas not covered explicitly above. Feel free to do so, but don't ignore the suggestions and assumptions outlined previously.

AMERICAN TYPEWRITER COMPANY

THE NEW DIRECTION--WORDPRO I

ABOUT THE MEETING

The program's primary aim is to acquaint the salespeople of ATC with the new equipment, specifically the WORDPRO I and orient them to the marketing strategies to be used. ...how we can compete with IBM and Radactron...how the Wordpro I utilizes magnetic cards or magnetic tape cartridges...how to develop your sales strategies....and how to operate the Wordpro I so that it can be sold professionally with an understanding of the machine to gain a high probability of accomplishment. THIS IS A SALES MEETING THAT EVERYONE IN THE FIELD OF SALES SHOULD BENEFIT FROM.

The meeting will demonstrate in a step-by-step manner why the Wordpro I has been called "the new way of life in the word processing field"; a most visable and dynamic part of the program is the depth of realistic knowledge and extraordinary teaching performances of the instructors.

PROGRAM OUTLINE

WEDNESDAY, MARCH 3

I. Registration
II. Introductory Talk
    A. Mr. Charles B. Allen, President of American Typewriter Company
III. Overview
    A. Mr. James Aarons, Vice President of Marketing
IV. Film Presentation
V. Break
VI. American Typewriter, Past, Present and Future
    A. What the Wordpro I can do for us
VII. Luncheon
    A. Dr. Eleanor Brantly Schwartz "How to Market Anything"
VIII. Operation of Wordpro I
IX. Workshops
    A. Demonstration Techniques
    B. Actual Machine Usage
X. Break
XI. Workshops
XII. Question Period
XIII. Concluding Remarks

THURSDAY, MARCH 4

I. Introductory Remarks
II. General Techniques for Selling Word Processing Machines
III. Break
IV. Selling the Wordpro I
V. Luncheon
    A. Mr. Elmer Lotshaw "The Role of Marketing Research in New Product Planning and Development"
VI. Film Presentation
VII. Break
VIII. Building your Sales Strategies
IX. Question Period
X. Concluding Remarks

* * *

GUEST SPEAKERS

ELEANOR B. SCHWARTZ, Associate Professor, Marketing D.B.A., Georgia State University. Professor at Cleveland State University since 1970. Personal marketing advisor to the country of Kuwait with experience in marketing analysis in many South American countries.

To speak on the topic "How to Market Anything".

ELMER LOTSHAW, Associate Professor Management in the Graduate School of Business at Washington University, St. Louis, Missouri. Director-Corporate Marketing and Economic Research at Owen-Illinois, Inc., Cleveland Office. Prior to joining Owens-Illinois, Lotshaw was a Market Economist in the Corporate Planning Department of Pet, Inc. Served as Office of the American Marketing Association since 1966.

To speak on the topic "The Role of Marketing Research in New Product Planning and Development".

* * *

GROUP WORK

For each of the following situations, decide on the type of meeting room needed, seating and speaking arrangements, and audio-visual equipment needed.

1. You are on a team from CSU which is inviting groups of high school seniors to visit CSU. You want to interest them in attending CSU and majoring in the College of Business Administration. In addition to deciding on the topics outlined above decide how many students you should invite to each two-hour session and what kind of presentation you would make--speakers, panel, symposium, forum, audio-visual, other, or some combination.

2. You are on a twelve-person committee which has been set up by the company to make decisions about a fringe benefit package for the employees. You will present this package to representatives of the union during collective bargaining talks. A drawing might best illustrate your needs.

SPEECH EVALUATION CHART

BY_____ ENTITLED_____

GENERAL IMPRESSION	EXCELLENT	GOOD	FAIR	POOR
CONTENT: Topic--Is the speaker thoroughly familiar with his material?				
ORGANIZATION: Introduction--Is your curiosity aroused or your interest awakened by his opening remarks; have you discovered the main division around which the talk will be organized?				
Body--Does he gain your consideration of his material and ideas by careful organization of his talk; does his line of thought develop logically; does he stress vital points, is his material sufficient, insufficient, or excessive?				
Conclusion--Does his speech seem final and complete; is his conclusion appropriate, too long, or anticlimatic; does your response fit the purpose of his talk; has he planned for the time limit?				
LANGUAGE: Vocabulary--Is his vocabulary adequate, or are words over-worked; are his words dull, vivid, ordinary and/or well chosen?				
VOICE: Control--Is he relaxed and poised; is his breathing adequate and well controlled?				
Tone--Is his voice pleasant to listen to and easily heard; does he have vocal variety and expressiveness?				
PHYSICAL BEHAVIOR: Poise--Manner--Is he at ease, self-assured, enthusiastic, and dignified; does he approach and leave the platform effective?				
Gestures and Movements--Does he use his body as a means of visual communication; are his movements easy and effective?				
Facial Expression--Does he use his face to convey meaning; are his brow, eyes, and lips alive and expressive?				
GENERAL COMMUNICATION: Audience Response--Does he show respect for the audience; does he receive good response from them?				